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ABSTRACT

Nine representatives of Thailand, Nepal, Iran, and the Republic of Korea met in Seoul during the month of August, 1977, for a curriculum development training workshop co-sponsored by the Korean National Commission for UNESCO and the Asian Centre of Educational Innovation for Development (ACEID). One aim of the workshop was to improve the participants' skills, knowledge, and techniques of designing and analyzing curriculum development activities in the areas of nutrition, skill development, and rural transformation. A second objective was the development of possible solutions to each country's specific curriculum development problems. The workshop followed a three-phase plan. First, representatives from each country exchanged information and reported on the results of previously held national workshops. Participants then visited and observed 12 pertinent projects, mostly related to Korea's Saemaul Movement, thereby obtaining an idea of that program's overall structure, operation, and socio-economic effect. Finally a review and discussion of the observed projects gave rise to the development of guidelines for improving the strategies and procedures in curriculum structure, development, and implementation based on each country's situation. Participants completed the workshop with recommendations to ACEID/UNESCO and their Ministries of Education. (SB)

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APEID

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

Strategies and Procedures in Developing and Implementing Curriculum

Report of a Sub-Regional Training Workshop
on Curriculum Development
Seoul, 1-30 August 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Sub-Regional Training Workshop
on Curriculum Development

was jointly organized by

The Korean National Commission for Unesco

and

The Asian Centre of Educational Innovation
for Development (ACEID), Bangkok

The *Asian Programme of Educational Innovation for Development (APEID)*, initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May-June 1971, Singapore) and the authorization of the General Conference of Unesco at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this purpose with APEID

The 19 Member States in Asia and Oceania which have joined APEID are: Afghanistan, Australia, Bangladesh, Democratic Kampuchea, India, Indonesia, Iran, Japan, Republic of Korea, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, Thailand and Socialist Republic of Viet Nam.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the Unesco Regional Office for Education in Asia and Oceania in Bangkok to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The aims of APEID are:

- to stimulate efforts of the Member States to improve the quality of life of the people through creating and strengthening national capabilities for the development and implementation of innovations in education, both formal and non-formal;
- to encourage the Member States to make all groups (students, teachers, parents, village and community leaders, administrative personnel and policy makers) aware of the need for relevant changes in education (both formal and non-formal) as an essential pre-requisite for the improvement of the quality of life of the people;
- to promote understanding and appreciation of the differences in educational practices and approaches of the Member States, and thereby contribute to international understanding and the creation of a new international economic order.

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Chapter I

INTRODUCTION

A Sub-regional Training Workshop on Curriculum Development was organized at Seoul from 1 to 30 August 1977 by the Korean National Commission for Unesco in collaboration with the Asian Centre of Educational Innovation for Development (ACEID). This workshop was the second in a series. The first Sub-regional Training Workshop was held in Sri Lanka from 1 to 30 October 1976 which involved participants from Afghanistan, Bangladesh, India, Indonesia, Malaysia, Philippines and Sri Lanka. The report of the workshop was published under the title "Curriculum for Development: Analysis and Review of Processes, Products and Outcomes".

The purpose of this workshop was to improve skills, knowledge and techniques of designing and analysing activities relating to health and nutrition, skill development and rural transformation.

Objectives

1. To prepare guidelines for improving and modifying curriculum relating to the following three areas: (a) Health and nutrition; (b) Skill training; and (c) Rural transformation;
2. To consider the role of the schools and other related agencies in community development;
3. To consider the work plan on the application of curriculum for rural development; and
4. To undertake follow-up activities for the promotion of exchange of experiences among member countries.

Participants and resource persons

Nine participants from four Member States, three each from Thailand and Republic of Korea, two from Nepal

and one from Iran attended the workshop. Five resource persons, two from Thailand and three from the Republic of Korea also attended the workshop. (Appendix I)

The Unesco Regional Office for Education in Asia was represented by Dr. Thamrong Buasri, Specialist in Curriculum Development at the Asian Centre of Educational Innovation for Development.

Inauguration

The workshop was inaugurated by Mr. Cho Hyo-Jin on 1 August 1977 at the Unesco Building. He welcomed the participants on behalf of Dr. Kyu-taik Kim, Secretary-General of the Korean National Commission for Unesco. Mr. Cho pointed out the importance of this workshop and expressed the hope that it will be a turning point in the task of creating a better and higher quality of education in the Asian countries.

Dr. Thamrong Buasri welcomed the participants and resource persons on behalf of Unesco and ACEID and expressed his belief that the workshop would help strengthen national capabilities for the development and application of curriculum for rural development. He thanked the Government of the Republic of Korea and the Korean National Commission for Unesco for providing full support in the organization of the workshop. He also thanked the Governments of the participating countries for extending their co-operation to the ACEID programme.

Organization and procedure

The workshop was organized in three phases.

The first phase was devoted to an exchange of inter-country experiences based on the National Workshops organi-organized in the participating countries prior to this one. After the presentations by each country of the report on the National Workshop, a general discussion took place focussing upon the objectives, design, implementation, outcomes and evaluation of the workshops. The discussion also included the process of curriculum development and problems related to curriculum implementation in the areas of health and nutrition, skill development and rural trans-

formation. Following the discussions, the participants prepared a comparative review of country reports and a synthesis of strategies, experiences and procedures in curriculum development and implementation.

The second phase involved the participants in study-cum-observation visits to projects in the above three areas with a view to broadening the participants' experiences particularly in problems relating to formal and non-formal aspects of education for rural development.

In the final phase the participants reviewed and discussed all the experiences and problems they encountered during the study cum-observation visits and developed guidelines for improving strategies and procedures in curriculum development and implementation in their own countries.

The deliberations of the workshop were conducted in plenary as well as in small group sessions. The activities were organized and guided by the Workshop Secretariat and Steering Committee.

The final report of the workshop was considered and adopted at the concluding session on 30 August 1977.

Chapter II

COMPARATIVE REVIEW OF NATIONAL WORKSHOPS

Before the Sub-regional Workshop took place, each participating country was requested to conduct a national workshop focusing on selected aspects of anyone or all of health and nutrition, skill development and rural transformation. Each country report was presented and discussed in the sub-regional workshop. It was decided that a summary of country reports should be included in the final report of the sub-regional workshop. It was also agreed that a common format for all reports should be adopted for easy identification and comparison.

A resume of the reports of the country workshops is presented in the following sections of this chapter.

IRAN

National Workshop on Health and Nutrition,
Skill Training and Rural Transformation

I. Background

The national workshop was conducted by the Ministry of Education in collaboration with Unesco/ACEID at the Curriculum Development Centre in Teheran, from 1 to 21 July 1977. The purpose of the workshop was to bring together the various authorities concerned with health and nutrition, skill training, and rural transformation to share their experiences on the objectives, programmes and problems faced by them in relation to curriculum development for health and nutrition, skill training and rural transformation.

II. Objectives

The objectives of the workshop were:

1. to familiarize the participants with the new

educational system of Iran;

2. to develop among the participants attitudes of co-operation in developing a better curriculum for Iran;

3. to identify the roles of various organizations and authorities in implementing the curriculum to meet both national and local requirements; and

4. to determine the procedures in curriculum development for health and nutrition, skill training, and rural transformation.

III. Design of the workshop

1. Target population

The workshop was designed to acquaint key personnel of the various agencies and institutions concerned with the promotion of health and nutrition, skill development and rural transformation with the problems and issues involved in these three areas. Thirty persons were invited, representing these agencies: National Iranian Radio and Television, Health Corps, Ministry of Health and Welfare, Ministry of Agricultural and Natural Resources, Institute of National Science and Food Industry, Free National School Children Project, School Health and Hygine Office and Student Health and Nutrition Office.

2. Responsible agency

The Research and Curriculum Development Centre of Iran was responsible for organizing and conducting the workshop.

3. Procedures of the workshop

The workshop was conducted in two parts. The first part was devoted to the sharing of experiences among the participants on the new educational system and on the work of the institutions concerned with health and nutrition, skill training and rural transformation, with a view to identifying the problems and issues involved.

The second part of the workshop was concerned with the analysis of problems and the formulation of recommendations for improving the new educational system of Iran.

Apart from the sharing of experiences through discussions in the plenary session, the participants were involved in identifying and analysing the problems. Lectures by experts in three areas were also delivered.

4. Activities

a. Sharing information about the new educational system of Iran;

b. Presenting and sharing experiences of all organizations concerned with health and nutrition, skill training and rural transformation;

c. Analysing problems relating to the educational system; and

d. Formulating recommendations.

5. Resources and materials

i) Documents

a) Educational System of Iran;

b) Publications and reports of the various organizations;

c) Papers on health and nutrition, skill training and rural transformation; and

d) Guidelines for the regular curriculum.

ii) Films, filmstrips

Films, filmstrips and tapes on the work of the various organizations.

iii) Posters

Posters for literacy classes.

6. Funding and supporting agencies

a. Funded by Unesco and the Iranian National Commission for Unesco;

b. Supported by the Ministry of Education and the Asian Centre of Educational Innovation for Development (ACEID).

IV. Outcomes

1. Workshop report concerning recommendations on the improvement of the educational and other institutions concerned with health and nutrition, skill development and rural transformation; and
2. Better understanding of the importance of the new educational system of Iran.

V. Evaluation

Criteria for evaluation were:

1. Relevance of objectives of the new educational system of Iran; and
2. Goals of education in Iran.

VI. Conclusions and recommendations

Conclusions: The workshop concluded by identifying some important problems as follows:

1. Lack of professional knowledge and practical skills on the part of the teachers; and
2. Lack of efforts to utilize the existing community organizations and to co-ordinate their activities for the benefit of education.

Recommendations: The workshop recommended the following activities as remedial measures:

1. Retraining of teachers;
2. Popularizing the new educational system among people; and
3. Improving school buildings.

VII. Follow-up activities

1. Conducting monthly meeting/workshop; and
2. Processing the important aspects of health and nutrition, skill development and rural transformation.

Korea

National Workshop on Curriculum Development for Saemaul Education

I. Background

The Republic of Korea hosted the "Sub-regional Training Workshop on Curriculum Development" from 1 to 30 August 1977. Before the above workshop, the Korean National Commission for Unesco conducted a national workshop on "Curriculum Development for Saemaul (new village) Education" on 28-29 April 1977 in the Conference Hall of the Korean Educational Development Institute (KEDI).

II. Objectives

The objectives of the National Workshop were:

1. To review the current status of the Saemaul Movement and Saemaul Education;
2. To identify the crucial problems of Saemaul Education, primarily at the elementary and secondary school level;
3. To discuss methods of designing a new curriculum aimed at solving identified problems; and
4. To discuss ways of implementing the above curriculum.

III. Design of the workshop

1. Target population

The primary aim of the workshop was to give a new perspective on Saemaul Education to teacher educators, curriculum developers, supervisors, principals, and administrators. As a first step, a group of participants from

each category were selected with the idea that later on they will serve as change agents.

2. Responsible agency

The Korean National Commission for Unesco was responsible for the organization of this workshop.

3. Procedures of the workshop

The National Workshop was organized in three phases as follows:

The first phase was the review and consideration of the current status of Saemaul Movement and Saemaul Education. This was made through the presentation and discussion of papers on the subject. As a result of the discussions, some crucial problems of Saemaul Education at primary and secondary school levels were identified.

The second phase was the consideration of methods of designing and application of curricula which should be in line with the idea of Saemaul Education and which would help to solve the identified problems.

The final phase was the evaluation of the workshop and its outcomes.

4. Activities

a. Dissemination of information about the fundamental nature of the Saemaul Movement and curriculum development for Saemaul Education contributing to rural transformation;

b. Presenting and sharing experiences on implementing Saemaul curriculum;

c. Analysing problems encountered during the implementation of Saemaul curriculum; and

d. Formulating recommendations for the improvement of Saemaul curriculum development procedure.

5. Resources and materials

e. School reports;

b. Paper on Saemaul curriculum;

c. Manuals and guidelines for the existing curriculum;

d. Guidelines for managing Saemaul curriculum (developed by the Ministry of Education);

e. Reports of the Provincial Office of Education on Saemaul education;

f. Films and tapes demonstrating Saemaul education; and

g. Curriculum development plan of some schools as well as the Provincial Office of Education.

6. Funding and supporting agencies

The workshop was funded by Unesco and the Korean National Commission for Unesco, and supported by the Ministry of Education (MOE), the Ministry of Home Affairs, and ACEID.

IV. Outcomes

1. Workshop report for presentation to the Sub-regional Training Workshop on Curriculum Development;

2. Realization of the importance of Saemaul education for national development;

3. Establishment of a general procedure of curriculum development for Saemaul Education;

4. Understanding of the current status of Saemaul Education;

5. Perceiving the crucial problems of Saemaul Education;

6. Realizing the significance of the problem;

7. Learning various methods of attacking the problems; and

8. Preparing the participants to serve as change agents in Saemaul Education.

V. Evaluation

1. Criteria for evaluation:

a. Relevance of the objectives of Saemaul Education curriculum;

b. Relevance and adequacy of the programme for Saemaul education;

c. Relevance or adequacy of teacher training.

2. The evaluation was focussed on the identification of the processes, content, and product of Saemaul Education.

VI. Conclusions and recommendations

Conclusions

Although Saemaul Education has contributed very much to community development, it was concluded that problems related to some aspects of development and management of curriculum still remain. They are:

1. Lack of an appropriate curriculum for a built-in form of existing curriculum;

2. Confusion and lack of conviction among the teachers and administrators concerning the basic philosophy of Saemaul Education;

3. Lack of sufficient professional knowledge and practical skills by the teachers carrying out the Saemual Education;

4. Lack of co-operative participation of the community people;

5. Inadequacy of the efforts to develop programmes to meet the diversified needs of the community;

6. Heavy workload of the teachers due to inadequate facilities and financial support; and

7. Insufficient utilization of the already existing community organizations, in establishing co-operation and in co-ordinating their activities for the benefit of Saemaul Education.

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Recommendations

1. Both pre-service and in-service in Saemaul Education for school administrators, teachers, and supervisors should be systematically developed and implemented;
2. The role, tasks, and status of the Saemaul teacher should be clearly defined and his position should be made secure through institutionalized provisions;
3. The workload of the teacher in carrying out Saemaul Education should be reduced;
4. Ways and means should be provided through new policies to ensure better financing of Saemaul education programmes;
5. School administration should give special attention to the effective promotion of Saemaul Education;
6. Efforts should be exerted to strengthen the peoples' understanding of, and a deeper interest in, Saemaul Education;
7. The school should make the best use of existing social groups and organizations for Saemaul Education and should promote closer co-operation in carrying out its programme and other community development programmes and projects;
8. Saemaul Education programmes should not be too diversified. They should concentrate on limited activities carefully selected on the basis of priority needs;
9. Saemaul Education programmes should be so organized as to establish proper balance between the purposive and the recreation activities aimed at solving community problems and strengthening unity among the people;
10. Opportunities should be provided for the participants to take active part in the planning, implementation and evaluation of the Saemaul education programmes; and

11. A professional organization should be developed for the promotion and diffusion of Saemaul education programmes.

VII. Follow-up activities

The follow-up activities undertaken were as follows:

1. Checklists were distributed to teachers and their responses were analysed to determine the success of Saemaul Education, the problems faced and suggested possible ways to solve them;
2. Interviews with the principals, teachers community leaders and workers to understand their attitudes of co-operation, self-reliance, and self-support of Saemaul Education were conducted;
3. Action researches were conducted by schools, provincial offices of education, and the Ministry of Education; and
4. Publications of successful projects were distributed to all schools each year.

Nepal

National Workshop on Health Education, Skill Training and Rural Transformation

I. Background

Prior to the Sub-regional Training Workshop in Curriculum Development held in the Republic of Korea from 1 to 30 August 1977, the Government of Nepal, realizing the importance of health education in enhancing the social and economic development of the country, organized a National Workshop on Health Education Curriculum in Lalitpur from 1 to 19 May 1977. The focus of the workshop was on the evaluation and improvement of health education curriculum and the identification of the roles of health education in rural transformation.

II. Objectives

The national workshop was planned to achieve

the following objectives:

1. To provide information and learning experiences for the revision of health education curriculum in the light of basic health and nutritional problems in the country;
2. To develop skills in developing criteria for the analysis of health education curriculum for grades 1, 4 and 8; and
3. To explore ways and means of developing a school and community health programme as a source for rural transformation.

III. Design of the workshop

1. Target population

The workshop was designed to enhance the capabilities of school supervisors, teachers and representatives of various government and non-governmental agencies concerned with education.

2. Responsible agency

The Curriculum Development Centre, Ministry of Education, HMG, Nepal was responsible for planning, organizing and conducting the Workshop.

3. Procedures of the workshop

The workshop was carried out in three phases. The first phase was concerned with the review of health education curriculum for grades 1, 4 and 8. Phase two was devoted to the development of criteria for evaluating the above curriculum. The final phase was focussed on the development of health and nutrition information for dissemination purposes.

4. Resources and materials

Guest speakers of the concerned fields were invited and some resource materials, such as curriculum, teaching guides, textbooks, textbook guides, Unesco publications etc. were distributed to the participants.

Financial support for conducting the workshop was partially provided by Unesco/ACEID.

IV. Outcomes

Forty-one per cent of the duration of the workshop was devoted to the first objective. During this period the three groups made suggestions for the revision of the existing health education curriculum including textbook, teaching guides, and textbook guide for grades 1, 4 and 8.

Thirty per cent of the time was devoted to the development of a model evaluative criteria (questionnaire) in relation to the second objective of the workshop.

Twenty-nine per cent of the time was devoted to the development of a tentative school and community health programme in regard to the third objective of the workshop.

V. Evaluation

At the end of the workshop each participant completed the evaluation form. Responses were overwhelmingly positive, the details of which were presented in the workshop report.

VI. Recommendations

Following are the recommendations of the workshop:

1. The health education curriculum for grades 1, 4 and 8 should be revised, according to the group suggestions made during the workshop;
2. All textbooks for primary grades should be illustrated;
3. A training programme for health education should be organized for the teachers and supervisors;
4. A community-oriented school health programme should be launched in Thankot area; and
5. A school health committee should be organized for the effective operation of the school and community health programme.

VII. Follow-up activities

This first national workshop made a significant contribution to the process of developing school education and community health programme in Nepal. As a follow-up of the workshop, two similar workshops at district level have been proposed in the calendar of activities of the Curriculum Development Centre for 1977-1978.

A school and community health programme will be initiated and carried out in Thankot (Mongoladaya Secondary School).

The revision of the health education curriculum will be made in 20 districts using the evaluative criteria developed by the national workshop.

Thailand

National Workshop on Curriculum Development for Health and Nutrition, Skill Training and Rural Transformation

I. Background

Two workshops were conducted separately by the Ministry of Education in collaboration with Unesco/ACEID at Samutsongkram from 9 to 20 May 1977 and Udorn Thani from 4 to 25 May 1977. The workshop at Samutsongkram was focussed on health and nutrition at the elementary level whereas at Educational Region 9, Udorn Thani the workshop concentrated on health and nutrition, skill training and rural transformation.

II. Objectives

The objectives of the workshop were:

1. To provide opportunity for curriculum specialists to share ideas and experiences concerning curriculum development, implementation strategies and practices in elementary and lower secondary school curricula in the areas of health and nutrition, skill training and rural transformation;

2. To enable the participants in identifying their roles in curriculum work;

3. To develop skills necessary for curriculum development including the construction of instruments for collecting, analysing and synthesizing data for developing curriculum relevant to community needs; and

4. To develop insight into and understanding of the curriculum relating to policies, objectives and practices.

III. Design of the workshop

1. Target population

The workshops were intended to provide the teachers, principals, supervisors, local educational committee members, curriculum development centre staffs, and resource persons with direct experience in curriculum development in health and nutrition for primary grade (G 1-4) as well as curriculum development and implementation in health and nutrition, skill training and rural transformation for Lower Secondary Grade (G 7-9).

2. Responsible agencies

Three agencies were responsible for these workshops, namely:

a. The National Curriculum Development Centre, Department of Educational Techniques, Ministry of Education;

b. The Office of the Regional Education Offices, Region 9, Udorn Thani; and

c. The Samutsongkram Supervisory Unit, Samutsongkram Province.

3. Procedures of the workshop

The workshop was carried out in three phases.

The first phase was devoted to sharing and synthesizing experiences related to curriculum development and implementation in the three areas.

The second phase consisted of field studies, observation and survey of community development projects to identify problems and resources related to the above three areas with a view to developing curriculum materials relevant to local needs.

The last phase was devoted to the development of curriculum materials for use in classroom situation.

4. Activities

The following activities were undertaken in the course of the workshop:

a. Preparation by the participants of case studies of their own experiences in implementing curriculum in the three areas of health and nutrition, skill training and rural transformation;

b. Discussion and sharing of experiences on curriculum implementation among participants and resource persons;

c. Visiting local educational resources in order to get acquainted with community surroundings;

d. Constructing instruments and preparing procedures for community survey, covering the three areas;

e. Undertaking community survey to collect data concerning problems and needs of the community;

f. Formulating and identifying community problems and needs by analysing and synthesizing the data collected from the survey;

g. Studying the structure of the national syllabi of elementary and lower secondary education in order to identify the subject areas for the inclusion of the curriculum materials on health and nutrition, skill training and rural transformation;

h. Evaluating the aims and contents of the curricula in three areas on the basis of community needs and problems; and

Developing and implementing curriculum

i. Designing lesson plans which include instructional objectives, suggested activities, learning aids and evaluation techniques.

5. Resources and materials

i) Documents

a. National educational scheme;
b. National curriculum;
c. National social and economic plan;
d. Textbooks and teacher guides; and
e. Reports and research studies.

ii) Community resources

a. Community development centre;
b. Village model;
c. Silk worm culture centre;
d. Day care centre;
e. Samples of villages for community survey;
f. Schools;
g. Second class medical and health centre; and
h. Wat (temple complex).

6. Funding and supporting agencies

a. Both workshops received partial support from Unesco/ACEID;

b. Staff from the Ministry of Education, Ministry of Public Health and Ministry of Interior participated in the workshops.

IV. Outcomes

1. The participants developed lesson plans which cover the instructional objectives, content, suggested activities, learning aids and evaluation guidelines for each of the three grades at the lower secondary level. These curriculum materials had been printed volumes namely: Health and Nutrition, comprising 288 lesson plans, Rural Transformation, comprising 324 lesson plans and Skill Training, comprising 145 lesson plans.

2. Some guidelines for developing the new curriculum on health and nutrition for rural transformation at the primary level were developed.

V. Evaluation

1. The participants acquired knowledge in curriculum development and implementation in the three areas.

2. The participants developed skills in designing lesson plans and other curriculum materials for classroom use.

3. The participants gained experience in implementing the curriculum relevant to local needs.

VI. Conclusions and recommendations

The participants made the following conclusions and recommendations:

1. The workshop was useful in that it enabled the participants to gain more knowledge and experience in the implementation of the curriculum in the areas of health and nutrition, skill training and rural transformation.
2. Similar workshops should be organized in other regions.
3. At the school level, committees should be organized for curriculum materials developed by the workshop. The underlying idea is to make the school as centre of the community, to make full use of local resources and to encourage learning to take place at home.
4. There should be regular communication among the schools themselves and between the schools and the Regional Office in order to identify problems and obstacles in the implementation of curriculum materials developed in the workshop.
5. Follow-up study should be organized in the form of a workshop similar to the present one in order to analyse the effectiveness of implementation.

6. Other subject areas besides health and nutrition and skills training should also be re-examined so as to become relevant to the community problems and needs.

VII. Follow-up activities

For follow-up activities the workshops made the following recommendations:

1. A follow-up team should be organized to supervise the implementation of the curriculum materials developed in the workshop, with the regional supervisors as co-ordinators.
2. There should be regular meetings among the school teachers who are implementing the curriculum materials and the regional curriculum developers.
3. Reports concerning the progress and problems of implementation should be made on a regular basis to the Ministry of Education.

Chapter III

SYNTHESIS OF STRATEGIES, EXPERIENCES AND PROCEDURES IN CURRICULUM DEVELOPMENT

Following the discussions of the reports of the national workshops, the participants deliberated further on the country experiences in curriculum development, focusing on strategies and procedures in the three areas of health and nutrition, skill development and rural transformation. The following is the synthesis of experiences of the participating countries, covering three aspects of the curriculum, namely, curriculum structure, development procedures and curriculum implementation. The presentation of the synthesis is made in this order, aiming to give a clear picture of strategies and practices undertaken in each aspect.

I. Curriculum structure

A. Health and nutrition

Organization

It was recognized by all participating countries in the workshop that health and nutrition education will contribute to the students' knowledge, skills and attitudes necessary to promote individual as well as community health.

It was also evident that health education is offered for both primary and secondary schools in all the four countries. Health and nutrition is not normally a separate subject but integrated with physical education. Furthermore, some of the contents are partly covered in home economics and science. In Thailand, health education is offered in life-experience subjects and work-oriented subjects at the primary level.

Some health and nutrition programmes are being undertaken to assist under-nourished children, and to

reduce the difference in dietary pattern between different communities.

Regarding health practices in some countries, morning physical exercises in the form of rhythmic activities are prevalent.

Time allocation

The time alloted for health and nutrition at different levels varies from country to country.

In Iran, two hours per week are provided for physical education in which health education is integrated in all levels from grades 1-12. In addition, thirty minutes every morning are devoted to physical and health education activities particularly in the primary level (grades 1-5).

In Korea, both primary and secondary schools provide three hours per week for health education.

Primary and lower secondary schools in Nepal offer two hours per week for health education. In the secondary schools in general and vocational streams, health education is taught for three hours per week, and two hours per week in the Sanskrit schools.

Thailand organizes health education for primary schools by integrating it in life-experience subjects and work-oriented subjects. However, the school is required to have health inspection every morning. For lower secondary schools, two periods per week are offered as compulsory subject and one period per week as optional. At the upper secondary level, 4 credits in health and physical education are required which practically means two periods per week.

Curriculum materials

Textbooks in health and nutrition for each level are available in most of the countries.

In Iran, health education textbooks are available for the elementary schools only. In Nepal, textbooks are

made available for grades 3 through 10. In all countries courses of study, teacher's guides as well as lesson units are provided for the teachers at all levels. Teachers are encouraged to develop lesson plans for their own use. Furthermore, teacher-made materials as well as ready made teaching aids are widely used.

B. Skill development

Organization

Work-oriented education is offered from grades 4 to 6 in most countries except Thailand, which offers skill training from grades 1 to 6 in the new curriculum. In all countries vocational subjects are offered as compulsory as well as elective subjects in the lower secondary schools. In both levels, Arts and Crafts subjects, which contribute to skill training, are also taught.

At the upper secondary level skill development courses are taught in both academic and vocational schools. In the academic school, skill development courses are offered as optional and elective whereas in the vocational schools vocational training courses are taught.

Most countries put considerable efforts to develop diversified subjects or programmes relevant to the world of work in the vocational schools. Career Education in Guidance Cycle, which is practiced in Iranian schools, corresponding to lower secondary school, deserves special attention for its contributing role in deciding the high school students who should go for professional training after graduation.

Time allocation

About two hours per week are spent for the curricular or extra-curricular activities relating to skill training in the beginning part of primary school in all countries except Nepal. From grades 4 to 6, however, more than four hours per week are allocated to skill training. About four hours per week are allocated to compulsory and optional vocational subjects in the lower secondary school. In the upper secondary schools the time allocated for vocational subjects has been substantially increased.

Developing and implementing curriculum

Curriculum materials

A common practice which is evident in the development of curriculum materials in all countries is the production of textbooks; teachers guides; worksheets; workbooks; and laboratory guides.

C. Rural transformation

Organization

No specific subjects for education for rural transformation are provided in both primary and secondary schools. However, every country recognized the necessity and importance of this area of education. In this respect, practical ways of rural transformation are taught as a built-in component of the existing curriculum. School are supposed to organize activities related to rural transformation or community development. Saemaul Education in Korea is an example of the successful organization and operation for community development.

Time allocation

No specific time is formally allocated to education for rural transformation. Schools are requested to spend a certain period of time participating in community activities or undertaking some projects related to community development.

Curriculum materials

No textbook is developed separately for education for rural transformation but this subject is integrated with other subjects such as moral education, social studies and vocational subjects. Teaching guides, tools, and information booklets are available for teachers.

II. Development procedure

Curriculum planning and designing

1. Responsible agencies

Curriculum planning and designing in the four participating countries is the responsibility of the curri-

culum development centres under the Ministry of Education.

2. Participation in curriculum planning

Most participating countries involve government officials in charge of curriculum planning, subject matter specialists from the universities, curriculum specialists, instruction specialists, evaluation specialists, principals, and teachers in curriculum planning. Some countries involve supervisors, educational psychologists, media specialists, economists, as well as parents and teachers.

3. General procedures of curriculum designing

The general procedures adopted in curriculum designing in each country are shown in Table 1.

Table 1. Curriculum Development Procedures in Each Participating Country

Iran	Korea	Nepal	Thailand
1. Survey of the past and realization of present needs	1. Analysis of national ideals	1. Analysis of national policy	1. Analysis of the existing problems and needs
2. Determination of priorities	2. Determination of objectives	2. Study of needs and problems of the country	2. Formulation of objectives
3. Determination of objectives	3. Selection of content according to the objectives	3. Development of draft curriculum	3. Selection of content
4. Selection of content	4. Organization of the content	4. Evaluation of the draft curriculum	4. Arrangement of content
5. Consideration of procedures of implementing the programme	5. Evaluation		5. Selection of teaching/learning activities

Iran	Korea	Nepal	Thailand
6. Providing the facilities needed to carry out the programme			6. Arrangement of teaching/learning activities
7. Evaluation of the programme			7. Evaluation

4. Curriculum resources

In designing a curriculum, various resources are utilized such as books, journals, documents, statistical data and human resources.

Development of curriculum materials

1. Curriculum materials

Once a curriculum is developed, curriculum guides which describe goals and objectives, content, methods, and background and characteristics of the curriculum are made available to the people concerned.

2. Procedures in developing curriculum materials

Practices in developing curriculum materials focusing on textbook are shown in Table 2.

Table 2. Curriculum Material Development Practices

Iran	Korea	Nepal	Thailand
1. Planning	1. Planning	1. Notification by Janak/ Education Material Center for Writing the manuscript of textbooks	1. Planning

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Iran	Korea	Nepal	Thailand
2. Analysis of objectives and content	2. Curriculum specification	2. Among the submitted manuscripts, the best one is selected and published	2. Analysis of the existing textbooks
3. Survey of experts' opinion	3. Selection and organization of appropriate experiences		3. Draft-writing
4. Draft-writing	4. Draft-writing		4. Try-out
5. Try-out of the draft	5. Try-out of the draft	3. Distribution and Implementation	5. Revision
6. Printing	6. Revision		6. Printing
7. Teacher training on the new textbooks	7. Printing		7. Distribution
8. Preparation of other instructional materials	8. Diffusion		

Decentralization of curriculum

It was the common concensus that decentralization of curriculum or adjustment of curriculum to local situations is important and necessary. As practised in some countries, decentralization of curriculum can be achieved in two ways: i) during the developmental stage and ii) during the implementation stage.

Strategies that were used in each stage are as follows:

During the developmental stage

- Survey of community needs and their implications to curriculum planning;
- Participation of local authorities in curriculum planning;

- Providing freedom to teachers in selecting learning experiences and/or alternative activities;
- Adoption of in-service staff development approach in curriculum development rather than authoritarian/direction approach; and
- Providing legal support to local authorities for developing and adjusting curriculum to local situations.

During the implementation stage

- Utilization of community resources;
- Encouraging executive activities of local school teachers;
- Allocation of funds to local schools for adjusting the curriculum to local situations;
- Encouraging the use of teacher-made instructional materials.

Mechanisms for curriculum renewal

1. Reasons for curriculum change

Various reasons were given for the need of curriculum change. Some of them are as follows:

a. To delete out-dated content;
b. To correct errors;
c. To add new concepts, ideas, theories, etc.;
d. To provide better organization of the content;
e. To adjust understanding levels of students; and
f. To keep pace with the international trends.

2. Curriculum revision cycle

Curriculum revision cycles in each country are shown in table 3.

Table 3. Curriculum Revision Cycle, by Country

Iran	Korea	Nepal	Thailand
Revisions are made every 3 years, but minor improvements are made frequently	Revisions are made every 5 years but minor improvements are made every year	Occasionally when needed	Revision of the structure curriculum - every 10 years, and of the course of study - every year

3. Procedures of curriculum change

In all countries the general process of curriculum change is as follows:

a. Collection of information on the curriculum and textbooks from teachers, students, parents, professors, etc.;

b. Analysis of the data and writing reports for responsible agencies;

c. Calling meetings and studying the reports; and

d. Making revision according to the prescribed procedures.

III. Implementation

Implementation of the health and nutrition, skill training and rural transformation programmes is an important task for developing the schools and the communities. Such a task can be effectively achieved through the joint collaboration of various agencies and institutions involved in education for the development of rural communities.

Every country has a programme for training the people who would become health and nutrition teachers. The teachers who teach health and nutrition in each of the participating countries were trained through various

programmes. Some were trained in teacher's colleges, as in Korea and Thailand. In Thailand, a number of health teachers were trained also in physical education colleges and technical colleges. In Nepal, teachers were trained through extension courses (normal training) which offered subjects as minor and major. In Iran teachers were trained from technical schools and some through the health corps, education corps and extension development corps. Above all, short training courses are organized for health and nutrition teachers who do not have teacher training background.

For skill development, in all countries junior teachers college graduates are employed to teach practical arts or work-oriented education subjects in the primary schools. Graduates in engineering education, agricultural education, commercial education, fishery education, and home economics whose programmes are offered in technical colleges or other vocational colleges are assigned to teach in the secondary schools.

No independent programme is provided for training teachers for rural transformation, but teacher training colleges are required to offer a course on "Education for Community Development" to all potential teachers. In the case of Iran, the government organized various corps such as Education, Health and Extension Development corps which undertake community development work. In Korea, the Saemaul (New Village) education programme is offered as a built-in part of in-service teacher training programme. Similar programme is undertaken in Thailand.

Most of the participating countries have institutionalized agencies for planning, developing, implementing and revising the school curricula depending on the countries' situation. Although the curriculum structure varies from country to country, the process of implementation is more or less similar in all participating countries and for all the three areas of health and nutrition, skills training and rural transformation.

The strategies usually adopted consist of the following steps:

1. Assessment of the needs and existing problems in the country;

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2. Identification and establishment of goals, objectives and policies;
3. Development of detailed curricula and relevant materials for the implementation of the curriculum;
4. Trial of the curricula in the field for testing its feasibility and usefulness on experimental basis;
5. Revision of the curriculum to meet the needs of the community;
6. Developing detailed plan for implementation, covering steps and stages of implementation;
7. In-service training of teachers for wider dissemination and implementation of the curricula;
8. Providing supervision at school level and supplying necessary curriculum materials; and
9. Carrying out follow-up studies of curriculum practices in order to facilitate curriculum renewal.

IV. Evaluation

There is a general acceptance in all participating countries that evaluation is an integral part of the curriculum process. Some common principles and criteria for evaluation of curricula, adopted by all countries, are as follows:

1. The evaluation should be a continuous process with appropriate modifications whenever needed;
2. The evaluation of educational programmes should first be planned;
3. The evaluation should be relevant to educational objectives;
4. The evaluation instruments which are developed should be suitable and feasible;
5. Adequate resources (equipments, funds, personnel, agencies, etc.) should be provided to carry out the evaluation;

6. The classroom teachers should be acquainted with the details of evaluation procedures; and

7. The outcomes of the evaluation should be properly utilized to improve various aspects of the curriculum as well as the teaching-learning situation.

In most of the participating countries, the Curriculum Development Centre is responsible for the evaluation process. In Thailand, there are other agencies responsible for evaluation, namely: the Bureau for Testing Services and the Educational Research Division.

In the evaluation process, the evaluation instruments commonly adopted are test, questionnaire, interview, check list and observation.

Most of the participating countries used the experimental approach in the evaluation process which comprised the following steps:

1. Studying the national policies, goals, educational objectives as well as contents and learning activities;

2. Making a content analysis to determine the relationship among curriculum components;

3. Constructing evaluation instruments;

4. Conducting a try-out (miniature or large scale) for improving the instruments before implementation;

5. Implementing the instruments;

6. Collecting data and analyzing them; and

7. Disseminating summary reports and feedback outcomes to the responsible agencies and especially to principals and classroom teachers for improving the teaching-learning process.

Chapter IV

FIELD VISITS

Introduction

During the second week of the workshop a series of field visits to various places was organized to enable the participants to get acquainted with substantive content and its impact on rural transformation programme in Korea. The places visited were three primary schools, three high schools, one provincial board of education, one professional research and development institute, two leaders training institutes, one university, and two industrial enterprises.

These field visits were so planned that participants observed the rural transformation programme known as Saemaul Movement and its impact and effects on Korean nation-building policies. Through presentations, discussions and observation of all the places visited, the participants were able to get a picture of programme structure, operation and its effect upon social and economic development.

The following are the institutions, training centres, industrial enterprises and other places visited:

Korean Educational Development Institute

Background

The Korean Educational Development Institute (KEDI) was founded as an independent, autonomous, and government-funded educational research and development institute, whose primary goal is to undertake comprehensive and systematic studies on educational goals, contents, and methodology and to diffuse new innovations. Recently, KEDI really became an integrated educational research organization by taking over the functions of the Curriculum Development Centre (CDC) of the Ministry of Education. In order to

attain this objective, KEDI has been engaged in an ambitious innovative project entitled "Elementary-Middle School Development Project", which was carried out from 1973 through 1977. In addition to this main project it is undertaking other projects including some research activities related to Saemaul education and skill learning.

Description of projects under KEDI

1. Skill learning project

KEDI conducted several studies concerning skill learning in the middle school level to respond to the government's policy of preparing for the emerging heavy chemical industry. From 1973 to 1977 it has developed its own unique instructional model for skill learning, called "Individually Assessed Skill Learning Model, (IASL). KEDI also conducted researches to analyse the existing curriculum, textbooks, and instructional procedures, for technical education and home economics at the middle school level and to suggest some proposals for their revision. Based on those-studies KEDI has undertaken research and development activities such as the revision of the curriculum and textbook of industrial arts education, improvement of instructional methodology, and development of instructional materials for skill training. After the field testing of these materials in 1978, they will be distributed to schools all over the country.

2. Saemaul education project

KEDI conducted a study to identify problems associated with the Saemaul education practices and to explore possible solutions. Efforts were also made to develop the concept, objectives, content, and evaluation methods of Saemaul education. The study contributed to the systematic organization of Saemaul education in the context of existing curriculum.

The Institute carried out another study to evaluate educational programmes associated with the Saemaul Movement in rural areas. The evaluation study provided empirical data for the improvement of the movement itself as well as of the Saemaul education practices.

3. Elementary and middle school development project

The Elementary and Middle School Development (E-M) project, the main project of KEDI, represents the most ambitious innovative project ever undertaken in Korea. The project was initiated in 1973 and continued through 1977, with a view to developing a new educational programme of high quality and to facilitate the solving of serious problems encountered by Korean education.

In order to attain these objectives KEDI has undertaken comprehensive and systematic studies of the goals, contents and methods of education. Specifically, KEDI has developed specifications for curriculum and new instructional and school management systems. It has carried out five small scale try-outs and three large scale experiments of the new systems in the field, and during the last five years has developed many innovative instructional materials covering grade 1 to 9.

Among the various materials that KEDI has developed, those which are typical include teacher's guides, student's workbooks, guides for using broadcast programmes, ITV programme scripts, Radio programme scripts, and formative and summative evaluation items.

4. Establishment of an educational broadcasting station

The Educational Broadcasting System is the most salient feature of KEDI's E-M project. It was designed to air ETV and ER programmes which constitute an essential input into the instructional process. So far considerable progress has been made for a full-fledged production of broadcast programmes.

Two TV studios and two radio studios are equipped with modern production equipment in the present institute site. As of 1977, 99 per cent of the required equipment as well as the installation work has been completed.

The broadcasting system is also contributing to rural transformation as well as to skill learning. Both students and adults in rural areas have opportunities to receive all necessary information by radio or TV.

Developing and implementing curriculum

Observation and comments

1. Individually Assessed Skill Learning (IASL) model seemed to be very effective but would require plenty of tools and equipment as well as small size of classes in every school.

2. The integration of Saemaul education programme with the existing curriculum has greatly contributed to the context and methods of education for rural development.

3. KEDI seems to be very efficient in achieving its institutional goals of introducing innovations in primary and middle school education. This may be due to the fact that KEDI has a very close relationship with the Ministry of Education besides being given the responsibility for curriculum development and textbook writing in addition to the development of instructional systems and materials.

Saemaul Leaders Training Centre (SLTC)

Background

This Centre is located in the City of Suwon, Gyeong Gi Province. It offers two types of training programmes: (1) for Saemaul leaders who are responsible for the Saemaul Movement in their communities; and (2) for social leaders who help the Saemaul Movement in their public or private institutions. The general objective of the SLTC is to develop capable leaders who will be the vanguard corps of the Saemaul Movement. Its specific objectives are:

a. to develop leadership capabilities based on Saemaul spirit;

b. to develop technical abilities necessary for the Saemaul Movement; and

c. to evoke active participation in the Saemaul Movement.

Description of the project

The participants were introduced to the work of the Centre by a film show. The following is a brief

description of the work of the Centre as drawn from the film.

This institute conducts various activities for the betterment of the people and the community. The training period at the institute varies from seven to eleven days. During the training period the trainees have to follow the rules and regulations of the institute. They wear uniforms; get up in the morning at 5 o'clock; and after roll call, they do physical exercise. After breakfast, the day's session begins with meditation, conversation, Saemaul songs, lectures, group discussions, field trips and so on. The day ends with an evening roll call after which the trainees go to sleep. The whole programme is based on the following principles:

1) Having a lofty ideal with modest living;
2) Keeping out of debt and being proud of ones thrift and savings; and
3) Preference for a life of substance over that of appearance.

This institute is well equipped with an auditorium, cafeteria, exhibition hall, dormitory, classrooms, clinic and communal bath rooms for the trainees.

Observation and comments

The participants were very much impressed by the effectiveness of the Saemaul movement. It is a programme, which everybody feels like doing. It is the creation of a nationwide Saemaul spirit of diligence, self-help and co-operation, by working with one's sweat to create a richer village and build a new fatherland. The participants felt that the work of this organization is very effective and systematic.

Chugok Primary School, Chunchon City

Background

Chugok Primary School is situated in Kangwon Province. The school is about 100 kilometres from the city and is located in a remote mountain area. It is a school which has been very successful in demonstrating

Saemaul education activities. It shows how the school and the community could work together to improve the school and the well-being of the community.

The objectives of the school are: i) to serve the community and the nation; ii) to work hard for improving the life of the community; iii) to earn and use its income for the betterment of the school and the community; iv) to promote a scientific way of living in the school and in the community; and v) to promote better mental and physical health.

Description of the project

Participants were briefed through a film followed by short explanation. The film illustrated the principal's efforts to improve the school and assist the community since the first day of his arrival in the village in 1965. Working alone from the beginning, the principal eventually was able to get the students, teachers and community people to help build a new school building. Through co-operative efforts, the school earned a substantial income from raising cows, sheep, chicken, rabbits and honey bees. Some of these were distributed to the families of the community which helped them to raise their income. To promote better co-operative efforts, a village committee has been organized comprising the school principal, teachers, police officers and other community leaders.

In addition to the above, participants were also exposed to the following training programmes:

a. Individual instruction programme for slow learners;
b. Self-study programme;
c. Peer teaching programme;
d. Extra curricular activities programme; and
e. Health and sanitation programme.

It was noted that health education was not offered as a separate subject but incorporated with physical education. Health practices such as brushing the teeth regularly, washing hands after going to the toilet, using own handkerchief and drinking boiled water and milk are also emphasized.

Skills training was integrated in all subjects, using each opportunity available. For example, students learned various skills through raising cows, chicken, or growing vegetables, plants, etc.

Observation and comments

The participants were very much impressed to see that the principal, his staff and the village committee could help villagers to improve their living conditions and to increase their income through the effective use of community resources. The contents of education for community development were organized so as to meet the local needs. The behavioural objectives of doing more and talking less and becoming self-reliant through self-help combined with readiness to serve the country were very significant.

Health education as felt by the participants should be a separate subject rather than being incorporated with Physical Education. Under the broad title of "Health Education", topics or contents pertaining to local needs and health problems can be wisely organized and may even include some components of physical education.

Various examples on rural transformation aiming at community development such as bee keeping, afforestation, silk production, animal husbandry and crops farming are all good practices, giving good examples to the other participating countries. It was also noted that although such activities were not in the core curricular of the school, they tend to develop employable skills among the students as well as the community people - either directly or indirectly.

The participants observed that the leadership of the teachers and other community people would be a very difficult task after the retirement of the principal. It was hoped that the succeeding principal would continue the spirit of the school for its continuous development.

The Kyungsong Bookdo Board of Education, Daegu City

The participants were briefed about the current status of Saemaul education in the province by the vice

superintendent of the board. Some of the activities that were carried by this board were cited as examples.

One example was the effort to develop the curriculum for Saemaul education so as to meet the local needs. For this purpose, the Board encouraged and gave financial support to twenty-two county boards to study and publish teachers' guides for the schools.

Another example is the establishment of Wharang House for training high school students in the province to develop co-operative attitudes and other valuable, patriotic trends. This institution, the House of Wharang, is very famous among the high schools trainees from all over the country. Besides the Wharang House there are also twenty-two pilot schools, with one class in each that demonstrates self-help programmes and community service projects.

The Keimyung University, Daegu City

This university is one of the emerging institutes in Korea which is very active in conducting community development activities. It established an organization, namely the Institute for Community Education which is directly responsible for the community development programme. This institute operates two unique community education programmes. One is a 5-week extension course for housewives on health and nutrition, home management and child care. Five courses are offered annually since 1971. The other is a course, similar to the above, parenthood, child care and home management. This course may well be named as parenthood education programme for the would-be housewives. Six sessions are planned each year since 1973. The institute offers also similar programmes to housewives of Pohang City. Another notable feature of community service activities is the establishment of an orphanage, where the grown-up orphans are sent to vocational school or to the university. In addition to these aforesaid activities, there are also continuing programmes under which students and faculties participate continuously in community development projects.

The House of Wharang, Daegu City

The House of Wharang is located about 80 km away from Daegu city where students are trained to develop a feeling of patriotism. The spirit of Wharang is not different from Saemaul spirit. The prime goals of the institute are to promote the love of fatherland, to experi-experience the Saemaul spirit, to develop co-operative attitude and to build strong body and spirit through exercises. About 360 students recommended by all high schools in the country are admitted to each training session which lasts one week. All trainees reside in the dormitory. They study history and geography of the country. They also learn through experience the piety of labour, the nature of Korean community development spirit and the outlook of future development plan of Korea.

Observation and comments

Special attention was paid by all participants to the teachers' guide developed and published by the Board of Education in the province. Although the participants did not have a chance to observe the programme in action, they wished that the implementation of similar programmes should be encouraged in other institutions.

Pohang Iron and Steel Company Ltd. (POSCO), Pohang

Background

Until 1970, Pohang has been a small town whose population was about 40,000 and its inhabitants mostly lived on agriculture and fishery.

The city of Pohang is now one of the emerging cities with rapid growth of population and income. The Pohang Iron and Steel Company (POSCO) was established in 1970 by the government to meet the growing need for iron and steel. It is now one of the largest single plants with a huge site (about 7.7 million square meters) and about 8,500 employees. The whole factory is composed of blast furnace steel production plant, hot strip mill, and cool rolling mill. The main products of the company are hot rolled coil, cool rolled coil, skelp, billet, hot rolled sheet, and plate. The production capacity reaches

2,218,000 metric tons per year. The raw materials used by the factory are iron ore and coke. Iron ore comes from different sources; fourteen per cent of it comes from domestic sources; the rest is imported: 14% from South America, 25% from India and 47% from Australia. All coke is imported from other countries.

Description of Saemaul programme of POSCO

After a slide presentation on the history, organizational structure, production capacity and future development plan of the POSCO, the participants were informed about the current Saemaul activities undertaken by POSCO, which was followed by short discussions. The participants were informed that POSCO, in its organization structure, has a section for in-service and pre-service training of the employees and future employees. The following highlights of the Saemaul activities illustrate POSCO's active participation.

Firstly, POSCO participates and contributes to community building projects. Employees of POSCO participate in road building, clearing and beautifying the environment, etc. POSCO also helps the community projects in terms of financial support.

Secondly, POSCO renders community service action programmes. Educated employers and employees with certain specialized skills periodically serve the schools as special lecturers and resource persons whenever the schools face difficulties in finding appropriate teachers. Skilled workers and technicians share their expertise in repairing agricultural and fishery tools.

Thirdly, the housewives of POSCO employees organize some club activities mainly to help the poor and aged in the community.

Lastly, POSCO started a modern kindergarten with standard facilities and teaching staff for the benefit of the employees and the children of the community. Also, POSCO is now planning the establishment of a middle school and a high school.

Observation and comments

POSCO as a backbone of the Korean industry was gigantic enough by itself to impress the participants. The participants felt the reality of the Korean march toward an industrialized society. What made the participants pay their special attention was that POSCO, beside its primary missions, goals and objectives, share very positively its time and resources with Saemaul movement geared to some community development and welfare of the inhabitants. The participants were informed that virtually all employees are encouraged by the organizational policy to render their dedicating service not only to the company but also to the community development. POSCO has been adopting a policy of maintaining the qualification of all employees to be high school graduates or above. Brain drain due to foreign labour market and to completing domestic companies seem to be some of the problems envisaged.

Hyun Dai Shipyard, Ulsan

Background

Like Pohang, Ulsan is another emerging city in Korea with a rapid social transition from its not popular fishery and agricultural society to a modern industrial and technological town. The population growth in Ulsan is observed to have been increased about five times in sixteen years, that is from sixty thousand in the early 1960 to three hundred thousand in 1976. Many immigrants with high education background from urban areas are being observed to appear here year after year. Hyun Dai Shipyard is the largest industry in Ulsan whose employees number nearly 23,000. All employees are high school graduates or above. Most of the employees, technicians and engineers, are from Seoul and Pusan which caused the problems of adjustment to community life of both urban migrants and indigenous people.

Description of Hyun Dai activities

The participants had a chance to visit Hyun Dai Shipyard - one of the largest shipyards in Korea. Here they were briefed about the current status, expansion plan and Saemaul activities of the shipyard. After the briefing participants were taken to various sites, like the

steel stockyard, pre-treatment hall, assembly shop, block painting shop, building drydocks, outfitting shop, acetylene plant, oxygen plant, training centre and Guest-House.

Participants were informed that Hyun Dai, since the ground-breaking ceremony in 1972, has built and exported about 60 ships. Orders from numerous countries are now piling up and about 70 ships are to be built by the end of 1980. Like POSCO, Hyun Dai also conducts various kinds of Saemaul activities. The welfare of the employees and the community seemed to be basic strategic activities for the Saemaul movement of Hyun Dai. Establishment of modern mechanical-technical high school is in the process, thus adding to the existing affiliated primary school and Kindergarten which are located near the complex. Participants were also informed that the industry also provides financial support to the community development committee to carry out their work.

Observation and comments

The participants were very much impressed to see such a huge, modernized shipyard being operated entirely by Korean nationals. This was due to the highly efficient social and economic planning and effective training of the manpower to serve the needs of the industry.

Considering the scale of this shipyard with high morale and bright prospect, its contribution to the community development programme may be relatively too small at present but it can be anticipated that in future the community will benefit more and more from the expansion of the programme.

Shin Jun Primary School, Ulsan

Background

The Shin Jun Primary School was established in 1971 to meet the needs of the increasing population that migrated from other urban areas. This school is located very near a new town where urban migrants reside. More than 90 per cent of the pupils are children of urban migrants whose parents have higher educational background.

In order to meet the ever-growing number of eligible children in the town, this school is being expanded. Six more classes are envisaged to be added to the existing twelve classes.

Description of the project

The principal of the school, after describing the geographical background of Ulsan city, briefed the participants about Ulsan community school movement and the activities conducted by his school.

The goals and objectives of the Ulsan community school movement are: 1) to assist community people to solve their problems arising from the process of modernization; 2) to establish a spirit of co-operation among neighbours; 3) to remove serious conflicts caused by the city's rapid expansion of population; and 4) to improve human relations among residents in the modernized society.

Several activities have been organized, e.g.:

1. mother's class (6 classes);
2. women leaders seminars in Ulsan area;
3. establishment of steering committee for the Ulsan community; and
4. social education for young boys and girls.

The school itself organizes seminars and workshops for community development. Mostly women take part in the school activities since the men have to work in the industry. The women learn flower arrangements, typing, and sewing. Skill training programme has not been developed due to the lack of financial support.

The principal said that this programme was run by a committee consisting of seventeen members (seven principals and ten community leaders). The functions of the committee are:

1. Training of the leaders and teachers; and
2. Providing financial support to the school.

Developing and implementing curriculum

Observation and comments

It was felt that co-ordination in such a big community by the school might not be as effective as in a community which is located in the remote area.

This community is undergoing rapid changes and it would be difficult to develop and implement a curriculum to meet the changing needs.

It was also noted that the curriculum as implemented by Shin Jung School seems to aim at solving only the existing problems. The participants felt that future problems such as increasing population and modernization of technology should also be taken into consideration.

Busan Mechanical Technical High School, Busan

Background

A visit to Busan Mechanical Technical High School was made in order to observe how Koreans do to meet their manpower needs. As Korea steps into an advanced phase of industrialization, she is facing the problem of supplying adequate skilled manpower to the labour market. According to the survey made by the Ministry of Science and Technology, a total of 1.7 million skilled technicians are needed to meet the goal of sustaining economic growth during the Fourth Five-Year Economic Development Plan period (1977-1981). To assist in the supply of skilled technicians, this school was designated as one of the 11 special schools for training technicians in precision mechanics in 1973.

Before 1973 this school was one of the poorly equipped technical high schools. But dedicated service of the school principal and his staff as well as that of students had attracted President Park's attention which led to subsequent investment in school facilities. This particular school became a model for the other 10 similar technical high schools which were established later. According to a government source, 28 more technical high schools of this type will be established by 1979. This will increase the total number of technical high schools in Korea from 79 to 107.

Description of the project

The participants were briefed by the vice-principal. According to his briefing, this school offers 3 courses, namely; mechanics, plumbing and electricity. As of June 1977, 1,800 students were enrolled in mechanical course, 720 in plumbing course, and 180 in electrical course. In order to train and serve 2,700 students, 116 faculty and clerical staff were employed.

Shortly after the briefing, participants observed a film illustrating school activities and students' life in the school. The educational goals of this school were: 1) enhancing national spirit; 2) localization of curriculum; 3) realization of Saemaul Movement spirit; 4) promotion of science and technology; and 5) substantial health and physical education.

Since this school is specialized in producing technicians in precision mechanics, a great part of the school activities (75%) is allocated to skill training and the remaining portion (25%) goes to general subjects. The duration of each student's practical training usually exceeds 1,500 hours a year, since the workshops are always opened to students under the teacher's supervision.

Observation and comments

All the participants were very much impressed by the enthusiastic spirit shown by the students as well as the teachers. At the time of the visit, the school was on vacation but more than half of the students were still practicing their skills in the various workshops.

The participants also observed that the total school area was more than 140,000 square meters with 12 buildings set up for various activities. This school was equipped with 3,488 pieces of various equipment (191 kinds) like lathes, milling machines and a great variety of plumbing instruments.

The students enjoy many privileges like free-tuition, exemption from military duties, free accommodation at school dormitories, and scholarships. More than 75% of the student receive scholarships.

The students' achievements were remarkable. Eight representatives of this school participated in the International Vocational Training Competition in 1977 and won 5 medals - 2 gold, 2 silver, and 1 bronze. In 1976, about 1,400 students were holders of one or more certificates in various technical fields and most of them were selected for employment before graduation.

Another interesting feature of this school is the quality of its students. Students from all over the country whose middle school record stands within the top 5% are selected through strict entrance examination.

In view of the rapid technological changes, this school may face some problems in the future. Some specific skills currently emphasised may not be applicable in the future and the school programme may have to resort to broader skill training and the humanities.

Moohak Girls' Senior High School, Busan

Background

Established in 1970 the Moohak Girls' High School has at present 2,145 students in 36 classes, 12 classes in each grade (10-12) and 84 staff members. The school has produced 10,614 graduates till 1977.

The philosophy of the school is based on the following principles:

- Right judging power and realization of value of life;
- Promotion of facilities and aptitudes;
- Growth of moral culture;
- Development of indomitable spirit; and
- Faithful services to the fatherland.

Description of the project

Vocational subjects, liberal arts and science are provided to the students along with the general courses. Students are exposed to various extra-curricular activities

through various clubs and each student must complete those activities in two years by working two hours per week. Health and nutrition is incorporated in physical education and home economics. The registered school nurses usually take lessons on health education as an extra-curricular activity. Training in cooking, courtesy and table serving is provided by the Home Life Training Centre.

Parents-community leaders are frequently invited into the class to be oriented with Saemaul Movement spirit and the activities concerned. School health and counselling services are also provided to them.

Cleanliness in the environment campaign by the students, immunization of the community people, counselling the aged people, PTA and the school serving as an exhibition centre are some of the highlights of the co-operation between school and community.

Teachers use the curriculum, textbooks and teaching manuals recommended by the Ministry of Education. Some supplimentary books are recommended by the concerned subject matter teachers' committees. Examinations of the students are conducted at the end of each semester using test materials constructed by the teachers' committees. Failures receive individual tution and are re-examined.

It was found that the school was well equipped with physical facilities, qualified teachers and teaching materials.

Observation and comments

1. In order to give better individual attention to the students the appropriate number of students in each class should not exceed 40.
2. Health education should be made a separate course covering nutrition and physical education.

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Developing and implementing curriculum

Sungdong Mechanical High School

Background

Sungdong Mechanical High School was founded as Kyung Seong Public Technical School in 1937 and has adopted its present name after several changes. The school has daytime course as well as evening and special evening course. Each course has six programmes of Mechanical, Plumbing and Welding, Electrical, Metallurgy, Automobile, and Architectural specialities. In addition the school has youth vocational course for training out-of-school youth.

The total number of students in 1977 was 3,180 a and school staff numbered 167. About half of the students were enrolled in Mechanical programme of the daytime course.

Description of the project

Thirty per cent of the weekly time is allocated for general subjects, while 70% of it is for special subjects. About 80% of the time for special subjects is used for practice and only 20% for theory. This means that more than one half of the school hours is spent for practical work.

The mechanical course consists of a total of 4,560 hours, 2,160 out of which are for practical work. The workshop practice is composed of 760 hours for basic, 2,280 for major technical, 760 for applied, and 760 for in-service practices. After graduation most students are expected to acquire at least two certificates of achievement.

Major activities in the mechanical course comprise practical training in such areas as precision mechanics, lathe operation, fitting, milling, grinding, precision drawing, testing and measuring and other practical work. The equipment for teaching practice seem to be quantitatively adequate. The graduates of this course are expected to be exempted from military service and are assured of employment after graduation.

Practical training in plumbing and welding course is provided in the areas of plumbing, welding, sheet metal, boiler making (plate working), and metal and material test. This course produced many medalists at the international skill olympic contest.

The electrical course provides practical training in four major fields, namely, electric wiring, electric instrument, R/TV construction and repair, and electronic instrument. Graduates of this course are also exempted from military service and assured of employment after graduation.

Metallurgy course offers practical training in five major areas, namely, casting, pattern making, heat treatment, material testing and metallography. Equipments for these training are adequately installed as in other courses.

In addition to these major activities, some miscellaneous extra activities are conducted,such as language training and technical service to community people.

Scholarship is presently provided to about 65% of all students, among which 40% are exempted from school fee. Among 734 graduates of the previous academic year, 668 were employed in defense and strategic industries and other industries, 40 entered technical colleges, and the remaining 26 were enlisted in the army.

Observation and comments

1. There was a serious problem of relating the existing curriculum with the rapidly changing world of work. In order to solve this problem, the school put its emphasis in developing teaching materials to meet the needs of the industry.

2. At the time of the visit girl students were not allowed to enroll in this school but in the future electronic course would be eligible to them.

3. More attention should be paid to the work safety of the students in the workshops.

Developing and implementing curriculum

Hajom Primary School, Kangwha Island

Background

Hajom Primary School is situated in Kangwha Island, in a small village very close to North Korea. The population of the village is about 3,540, ninety per cent of which are farmers. Since the village is close to North Korea, it is a very sensitive area for communist insurgency. There are many broken families whose fathers or mothers still stay in North Korea. Due to their poverty and limited arable land the villagers do not like any outsider to come and settle in the Island.

The main goals and objectives of this school are:

i) promoting the quality of education;

ii) promoting the importance of hard work, diligence and co-operation; and

iii) making the school a cultural center of the community.

Description of the project

The participants were briefed about the community, the school and how the school serves the community. The main products of this community are ginseng and tobacco. The school owns 9 hectors of land and the teachers teach the students how to grow ginseng, tobacco and some vegetables. Because ginseng takes a long time (6 years) to grow, the school has introduced a new crop. Besides ginseng and tobacco growing, they also grew green pepper, mushrooms, vegetables and raise some pigs, rabbits and honey bees. As a reward the students are provided free lunch.

The school also runs special classes for adults: i) health, nutrition and child care for women; ii) agricultural skills for farmers (both men and women); iii) vocational training for students who do not proceed to middle school; and iv) one week short course in the evening after the end of the regular classes. Some lectures have been conducted by the school staff and by the invited resource persons. These activities are integrated with Saemaul education.

The in-service training of teachers is organized by: i) the Ministry of Education; and ii) the school itself.

There is a health clinic in the village where the villagers can go for body check-up and to learn about family planning. Doctors are also invited to visit the school every year.

Observation and comments

The participants were very much impressed by the activities organized by the school. Its contribution to the community people is very inspiring. Although it is a small rural community school it reflects a true and real example of Saemaul movement spirit.

Chapter V

RECOMMENDATIONS FOR IMPROVING STRATEGIES AND PROCEDURES IN DEVELOPING AND IMPLEMENTING CURRICULUM

Introduction

During the third week, after a series of field visits to various places where participants became better acquainted with substantive activities and their impact on the rural transformation programme in Korea, the workshop proceeded to discuss the problems of curriculum development in the field of Health and Nutrition, Skill Training and Rural Transformation.

The shortage of qualified teachers and personnel and the limitation of resources in their countries were accepted as crucial problems by all the participants. Carefully planned strategies and procedures in developing and implementing curriculum are therefore even more important.

Aiming to develop the desired guidelines, the participants took turns to introduce the basic concepts, current practices and problems faced in each country in the process of developing and implementing the curriculum. After comments and discussions, suggestions for improving strategies and procedures in developing and implementing the curriculum were drawn and carefully reviewed. These suggestions cover the three aspects of curriculum similar to those already presented in Chapter III, namely; curriculum structure, development procedure, and implementation.

I. Curriculum structure

A. Basic concepts

1. Set of goals and objectives

In order to make education more relevant to the actual needs and aspirations of a country, the formulation

of national goals should be based on social, cultural, disciplinary and individual needs. Broad involvement of teachers, social leaders from various sectors, policy-makers, parents, etc. should serve as the means for setting sound educational goals. Some means and devices should be also developed to ensure communication among the planners, curriculum designers, administrators and teachers which will help to transmit the values and spirit of national goals into instructional objectives. The cycle or time for revision of objectives cannot be strictly determined; it should be rather, in accordance with the needs of the country and the nature of the existing problems.

2. Contents and curriculum objectives

In the lower grades, the contents should be integrated in the curriculum so as to cover all the basic concepts the learners are required to master. This approach will reduce the number of textbooks and teaching staff from the usually required number in the compartmentalized system of education.

Subject-matter should be organized in sequential and structural order. Accuracy, adequacy and relevancy of content with curriculum objectives should be carefully observed. As far as possible, the curriculum should promote self learning ability and develop higher mental capacity of the learners.

3. Designing teaching-learning strategies and curriculum materials

Teaching-learning strategies are important for the achievement of the educational goals and objectives as stated in the curriculum. The strategies should be applicable to the local classroom situation. They should also promote the development of self-learning, desirable attitudes and higher mental capacity in the learners.

In designing curriculum materials, student workbooks, teachers' guides and textbooks, other relevant materials such as test materials for diagnostic, formative purposes, should be developed.

The development of curriculum materials should employ empirical procedures and utilize judgemental data. In this process participation of teachers, supervisors, educational psychologists and evaluation specialists should be ensured. Teachers should also be encouraged to make the best use of locally available materials and resource persons.

4. Evaluation

Evaluation of the curriculum should be a continuous process. Revision of the curriculum should be followed by systematic analysis of curriculum objectives, teaching-learning strategies, curriculum materials and the evaluation techniques. Internal and external assessment should be included in the evaluation.

National census or inventory of educational progress should be available. Statistics on literacy rate and regional disparities in achievement between rural and urban schools may be obtained. The idea of criterion-referenced approach should be adopted to make evaluation more meaningful especially when it is summative in nature.

B. Some common problems faced by Member Countries

1. Educational goals and objectives are not derived systematically from the relevant sources.
2. In formulating goals and objectives limited groups of persons are involved in curriculum development procedures and as a result the goals and objectives are somewhat rhetorically stated and tend to convey different meanings to the readers.
3. The cycle of curriculum revision is too long which inhibits adjustment of educational goals with the changing needs.
4. The draft curriculum and relevant materials are not tested in an appropriate way to ensure their effectiveness prior to nation-wide implementation.

5. Educational policy such as centralization of the curriculum usually obstructs localization practices.

6. Memorization, unnecessary learning of facts and reliance on textbooks are frequently overemphasized which hampers students' initiativeness, inquiring mind, creative thinking and self-learning abilities.

7. Relevance and consistency of objectives are frequently lacking. Basic concepts are not carefully identified and structured in sequential order.

8. Contents are still organized in the traditional way that tends to compartmentalize subjects even at the lower level of education.

9. External evaluation such as nationwide examination by central testing divisions or similar agencies is still in practice.

10. Norm-referenced approach is still practiced in the evaluation of curriculum.

11. Regular evaluation efforts such as survey census are used extensively but they are not utilized for curriculum revision.

12. Those who are involved in evaluation are not well oriented to suitable evaluation techniques.

C. Recommendations for improving procedures and strategies

1. Multi-disciplinary approach involving respective specialists should be applied in defining objectives and goals of the curriculum.

2. Systematic procedures in developing a curriculum should be adopted before its implementation.

3. The curriculum should aim at meeting needs and the changing patterns of the society.

4. Innovative approaches should be encouraged for an improvement of the curriculum.

5. Curriculum revision should be made more frequently so as to respond to the changing needs.

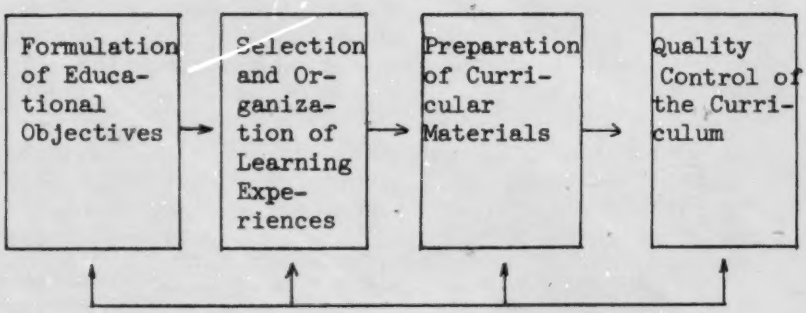
6. Use of statistics from the national census and other sources should be encouraged in the evaluation of education.

II. Development procedures

A. Basic concepts

In developing a curriculum, a conceptual framework is needed to help the designers to see the entire process, understand the complexity of decision making, and assure that certain factors are not under or over-emphasized. The development of curriculum undergoes through the following phases: 1) formulation of educational objectives; 2) selection and organization of learning experiences; 3) preparation of curricular materials; and 4) quality control of the curriculum. Figure 1 illustrates those phases.

Figure 1. The Curriculum Development System


Formulation of Educational Objectives
Selection and Organization of Learning Experiences
Preparation of Curricular Materials
Quality Control of the Curriculum

The following points have to be considered in formulating the educational objectives:

i) The educational objectives should be drawn from needs of society, structure of knowledge and psychology of learning;

ii) The statement of objectives should be specific and clearly stated so that they are consistently understood among curriculum users; and

iii) The use of educational objectives should be for selecting and organizing learning experiences as well as preparing curricular materials, promoting instructions and assessing student behaviour.

The following criteria may be adopted in the selection and organization of learning experiences: i) learning experiences should be in line with the objectives; ii) learning experiences should carry vicarious effects for other objectives; iii) learning experiences should have transferred and utility values and engage student's interests; iv) learning experiences should be organized logically and psychologically by paying due attention to the principles of instructional design and human development; v) in organizing learning experiences, due attention should be given to the potential benefits derived from spiral and integrated curriculum ideas; vi) varied learning experiences should be encouraged in teaching students to obtain the desired behaviours.

Once the experiences are selected and organized, the following questions should be raised in order to improve the curriculum: i) Do the experiences, taken together, lead to the attainment of the whole range of the objectives? ii) Do the experiences appear to meet the needs and interests of the students? iii) Are the experiences flexible enough to give freedom to teachers in planning and executing learning activities?

Some fundamental questions should be raised at the third state - the preparation of curriculum materials - in order to ensure effective curricular material development. They are: i) What kinds of curriculum materials are needed?

ii) Through what procedure should these materials be developed?

Concerning the first question, curriculum guide book, textbook, and teacher's manual are usually considered as the minimum basic materials, taking into account the economic situations of each participating country. However, teachers and curriculum designers should be encouraged to develop such instructional materials as student's workbooks and various audio-visual aids by themselves.

The procedure of development of instructional material is to follow the process of planning, designing, try-out, and revision.

The last stage of the curriculum development system is quality control of the curriculum. Experimental try-out, ealuation, and subsequent revision of the curriculum are the main activities carried out in this state. As a part of quality control, it is desirable to put the new curriculum and its materials under experiment before dissemination. Once the data from the experimental try-out and evaluation are obtained they must be used as feedback for subsequent action. Other possible quality control measures are survey of opinions, conduct of public hearings, and use of research results in curriculum improvement.

In addition to the above, there may be other important points to be considered in developing a curriculum. A few examples of these are: i) Who should be included in developing a curriculum? ii) How often should we revise a curriculum? iii) What should be done to make curriculum relevant to local needs? and iv) How should we overcome financial difficulties in developing and diffusing a new curriculum?

B. Some common problems faced by member countries

The participants agreed that the above concepts have been partially applied in each participating country and there are some common problems which need to be solved. These are:

1. Lack of qualified personnel for curriculum development;
2. Paucity of financial resources and kinds of curriculum materials in the curriculum development procedures;
3. Highly centralized curriculum;
4. Lack of rapport with policy makers;
5. Lack of close-co-ordination among agencies concerned; and
6. Omission of some quality control procedures like for example, experimental try-out of a new curriculum.

C. Recommendations for improving procedures and strategies

The following guidelines were suggested to solve the problems and to bridge the gap between the theory and practice.

1. Participation in curriculum development of parents, teachers, students and other representatives should be encouraged.
2. Co-ordination among the agencies concerned is imperative in developing a curriculum.
3. It is imperative to establish rapport with policy makers because of the influences their decision-making procedures have on shaping a curriculum.
4. Curriculum study group or council often causes delay in curriculum change. Therefore, the selection of council members needs proper consideration.
5. Authoritarian approach in curriculum development should be discouraged.
6. Accountability of curriculum development should receive serious attention.
7. Staff development programme should be carried out to train qualified personnel for curriculum development.
8. Legal measures for localization of curriculum should be provided to ensure curriculum relevance and quality education.
9. All objectives should be clearly stated so that the learning outcomes could be properly identified.
10. When organizing learning experiences, such components of curriculum as objectives, content, and methods of instruction should be taken into account simultaneously.
11. Courses should be organized so as to provide mobility for large, small, and individual grouping.

12. It is desirable to develop a variety of good quality instructional materials. But this may be difficult to achieve in developing countries for the time being. Therefore, the efforts should be directed toward developing multi-purpose materials.

13. Local boards of education, research institutes and classroom teachers should be encouraged to develop instructional materials by themselves and to utilize locally available resources.

14. Large size of classes may be inevitable for the time being in many developing countries. Application of low-cost innovative technology into large classes should be encouraged.

15. Arrangements for continuous quality control of curriculum should be provided through field-tests, survey of opinions, public hearings, etc. But the provision for using evaluation data for curriculum improvement is most important.

16. Closer relationship between curriculum (course of study) and instruction should be promoted through all stages of curriculum development and implementation.

III. Curriculum implementation

A. Basic concepts

Though curriculum implementation is not independent of curriculum development, it is convenient to consider it separately. The participants agreed that the following measures should be considered for the successful implementation of the curriculum. i) carefully planned diffusion activities of the new curriculum for the various interest groups; ii) securing administrative and financial support from relevant agencies and persons; iii) reproduction of curriculum materials of various kinds in quantity and in time; iv) training of teachers and trainers of teachers prior to nationwide or districtwide implementation; v) orchestrating (scheduling) for the distribution of curriculum materials, either nationwide, districtwide and/

or gradewide and vi) follow-up activities to ensure the effectiveness of implementation procedures.

B. Some common problems faced by member countries

1. Lack of co-ordination between the agencies concerned, which frequently causes resistance to curriculum change.

2. Administrative authorities tend to ignore what the curriculum workers have been doing and the teachers and the concerned research and development staff seem to lose sight of the whole process of curriculum change. Parents seldom have the opportunity to keep up with the changes.

3. Teacher training must be considered as an integral part of the successful implementation process of a curriculum. There are many constraints that teacher training cannot function effectively, such as limitation of time and financial support, transference of teacher to other school, and loosely defined responsibility of the concerned training agencies.

4. Curriculum materials such as curriculum guides, teacher guides, manuals, reference books, etc. are rarely used. Many textbooks and printed materials have little relevance to the curriculum. Some of the basic texts do not keep up with what happens in the world of work. There is lack of sufficient number of textbooks to meet the different types of learning activities. Some countries are facing the problem of insufficient materials distributions due to poor transportation and communication system.

5. In some countries, the curriculum development centre itself did not have well organized plan for curriculum implementation.

C. Recommendations for improving procedures and strategies

1. Public relation programme concerning curriculum development and implementation should be organized. In the national-scale implementation, priority should be given to the reactions of some pressure groups such as political leaders, assembly-men, cabinet ministers and top authorities. They should be informed accurately through direct or indirect contact.

2. In-service training for the trainers of teachers should be conducted so that they may convey the message to the teachers effectively and accurately. The trainers should comprise supervisors, instructors of teacher's colleges or universities, and experienced teachers.

3. Short-course in-service training for the administrators such as education officers at any level, principals, inspectors and supervisors should be organized in order to review school management in the light of curriculum change.

4. Pre-service and in-service training of student teachers and classroom teachers on new aspects of curriculum practices should be conducted so that they will be able to carry out classroom activities.

5. Workshop at school level on the construction of lesson plans should be organized to improve teachers competence.

6. Innovative techniques for teacher training such as programmed instruction and audio visual instruction should be encouraged.

7. The use of local resources to strengthen curriculum practice and implementation should be promoted.

8. Well organized agencies equipped with competent personnel for textbooks and curriculum materials production should be established.

9. Field supervision and inspection in a large scale should be maintained.

10. Follow-up study should be organized in order to analyse the effectiveness of implementation.

11. Communications among the schools and between schools and local offices of education should be made regularly.

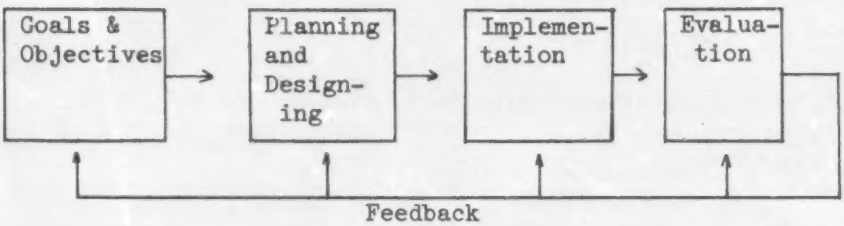
12. Reports concerning the progress and problems of curriculum implementation should be prepared and disseminated by the concerned agencies.

IV. Evaluation

A. Basic concepts

Generally, the curriculum development process consists of four states (as shown in Figure 2):

Figure 2. Curriculum Development Process



The goals and objectives should be formulated so as to meet the social and individual needs and to overcome the problems of the existing curriculum. Once the goals and objectives are determined, the appropriate programmes to achieve the goals and objectives should be carefully designed.

The important activities involved in the designing state are: i) specification of objectives; ii) selection of content and experiences; and iii) development of relevant materials.

In the evaluation stage the final products are to be assessed in terms of expected outcomes. The prominent activities of evaluation are to check internal validity as well as external validity. The evaluation of internal validity involves a continuous checking to ascertain internal consistencies among the component tasks, while evaluation of external validity is concerned with the checking of programmes and materials developed in relation to the expected outcomes.

Evaluation activities in each stage of the curriculum development can be summarized as follows:

i) Evaluation of goals and objectives as well as the problems faced in the existing curriculum objectives

should be made in terms of cognitive, affective and psychomotor domains.

ii) Evaluation at the design stage should be carried out to check relevancy, integration, consistency, and quality of educational programmes and materials planned. When some ideas are proposed for developing a programme, a set of materials, or an instructional device, feasibility studies should be undertaken.

iii) At the implementation stage, evaluation should focus on the analysis of programme effectiveness. For this purpose, placement tests, achievement tests, and diagnostic tests may be used. Resisting forces to the new curriculum should be identified. Monitoring co-ordination between agencies and institutions should also be included as a topic for evaluation.

In addition the evaluation should be conducted to find out the extent to which students are actually developing along the patterns of behaviour designed by the curriculum. Criterion-reference evaluation technique can be applied to meet such a purpose. Norm-referenced evaluation tools can also be adopted to compare the new curriculum with the existing one.

B. Some common problems faced by member countries

There are many common problems faced by the participating countries concerning curriculum evaluation. Some of the problems observed during the workshop are:

1. Evaluation in the fields of health and nutrition, skill training and rural transformation tends to place more emphasis on cognitive aspects, particularly on knowledge with the negligence of affective aspects.
2. In the area of skill training, evaluation to identify students' achievement overloading the change of attitude.
3. Curriculum evaluation is concentrated mostly on students' achievements rather than the curriculum itself.
4. Curriculum objectives are usually stated vaguely,

causing difficulty in developing evaluative criteria.

5. The outcomes of evaluation are not properly presented to draw proper attention and communication among persons concerned.

6. Evaluation has not been carried out regularly and comprehensively.

C. Recommendations for improving procedures and strategies

1. Evaluation should be an integral part of curriculum development. It should provide data for continuing improvement at every stage in the curriculum development process.

2. Evaluation should be conducted continuously and should cover the cognitive, affective, and psychomotor domains of human behaviour.

3. Evaluation should be undertaken in the try-out stage as well as in large scale implementing stage to identify whether the new curriculum has contributed to the realization of the national goals of education.

4. Tools and materials for evaluation should be co-operatively developed and utilized and should involve teachers, administrators, curriculum designers, educational technology specialists, evaluation specialists, community people and learners.

5. The in-service teachers training should incorporate programmes for improving teachers' skill in evaluation. Such topics as specification of objectives, construction of evaluation results should be included in the programmes.

Chapter VI

WORK PLAN FOR THE APPLICATION OF THE CURRICULUM FOR RURAL DEVELOPMENT

Toward the end of the workshop, the participants devoted their time to draft tentative work plans of projects on curriculum for rural development. The following are the work plans which were expected to be further improved and carried out by the respective countries.

Iran

Project title : A National Project on Rural Transformation, Health, Nutrition and Skill Training

Background

One big problem facing the Iranian society is the illiteracy and low level of education of the villagers. This leads to many other problems such as poverty, ill health and family planning.

Many villagers move to work in the cities in order to increase their incomes. This has created other problems such as lodging and unemployment in urban areas. In order to solve these problems a special project should be launched.

Objectives

The general objectives of this project are:

1. To develop knowledge, habits and skills in health and nutrition, skill development and rural transformation;
2. To train farmers to be effective and co-operative members of their own communities; and

3. To improve community health and nutrition in order to prevent diseases and decrease the rate of mortality.

Methods and procedures

To achieve the above objectives, qualified headmasters in rural areas will be properly selected and trained. An Institute of Teacher Training similar to the Saemaul Leaders Training Institute in Korean will be established. The trained headmasters should become constructive leaders in their respective villages. The schools under these headmasters will be encouraged to organize regular and short courses and other educational activities for both students and villagers. Such courses like health and nutrition, skill training, especially on farming and rural transformation will be offered. At the same time such characteristics as deligence and exprit de corps will be inculcated.

Other organizations like Rural Health Centre, Agricultural and Co-operative Affairs, Health Corps, Rural Development Corps already existing in rural areas would be used as educational resources.

In order to implement this project effectively, training centres will be established by the Ministry of Education and Curriculum Development Centre. Financial arrangement for this particular project will be done by the Plan Organization. Advisors and specialists from other organization such as Ministry of Health and Welfare, Educational Corps, etc. will be invited to help plan the project.

Work schedule

This project requires a period of 3 years, the first year for pilot study, and the next two years for expansion.

Plan activities	Year
Provide financial arrangement	1978
Organize staff and establish the training centre	1978

Plan activities	Year
Train headmaster and develop training courses	1978 - 1979
Initiate school activities, i.e. short courses, special courses on rural transformation	1978 - 1980
Evaluation	1978 - 1980

Expected outcomes

1. All headmasters are expected to be trained constructive leaders and multipliers for rural transformation.
2. Health and nutrition habits of the rural inhabitants will be improved through activities organized by the headmasters.
3. Farming will be improved through new and modern agricultural methods organized by the schools, and as a result the yield of agricultural products will be increased.
4. Other reforms in rural development such as co-operatives and land reform will be achieved.

Evaluation of the project

Evaluation of this particular project will be carried out in three stages: i) planning stage, to evaluate the planning and preparation of training courses and materials; ii) training stage, to improve the training courses and methodologies of the training centre; and iii) implementation stage, to study the effectiveness of short courses organized by headmasters. An evaluation team will be organized by the Curriculum Development Centre and empirical study will be undertaken in terms of the goals and objectives of the project.

Korea

Project title: Effective Enrichment of Saemaul Education for Rural Transformation

Developing and implementing curriculum

Background

Saemaul education is conceived as an integral part of the Saemaul Movement (New Community Movement), in the sense that any action programme for community development usually entails new behavioural and attitudinal change for the students as well as community people. So much has been achieved through Saemaul education, but there are still some problems to be solved. One problem is the inability to integrate the present Saemaul education movement with the existing system. Some schools are interested in achieving short-term educational objectives rather than the long-term goals by involving and focusing on easily achievable activities with obvious results only.

Three important reasons may be related to such problems. One is the teachers' inability to fully understand the role of Saemaul education. Another is that teachers do not have the right attitude towards the Saemaul movement. Still another reason is the lack of co-operation among community peoples.

These problems should be immediately solved in order to raise the effectiveness of school education and minimize its negative effects.

Objectives

The objectives of the project are:

i) To assist the schools and teachers in: a) integrating Saemaul curriculum into the existing structure; b) organizing the curriculum to meet community needs; and c) decreasing teaching loads of teachings;

ii) To facilitate better students' achievements and reduce negative attitudes. This objective involves the promotion of Saemaul spirit, self-help, self-support, and co-operation on the part of the students; and

iii) To promote a close link between schools and community.

In order to achieve the above objectives, the following activities will be undertaken:

i) Survey of the present status of Saemaul education;

ii) Analysis and identification of specific problems, needs, and obstacles;

iii) Organization of in-service and pre-service teacher training programmes; and

iv) Implementation and evaluation of the programmes.

Methods and procedures

KEDI is expected to initiate this project, with the support of the Ministry of Education and the provincial Board of Education.

The following institutes may be in charge of conducting the project:

- Provincial Institute of Educational Research
- Korean Educational Development Institute (KEDI)
- Colleges of Education
- In-service teacher training institutes attached to some university or college

The project will be supported administratively and financially by the Ministry of Education. It will be included in the existing and future teacher training programmes.

Ministry of Home Affairs (MHA), Ministry of Agriculture and Fisheries (MAF), Agricultural Co-operatives, and Saemaul Leader's Training Centre (SLTC) are expected to provide advisory services as well as some needed materials.

KEDI will also conduct all data collecting and analysing procedures.

Developing and implementing curriculum

Work schedule

Plan activities	Year
Planning	1978
Survey of the present status	1978
Data analysis	1978
Preparing and conducting training programme	1979
Implementation and evaluation	1979 - 1980

Expected outcomes

The major benefits to be derived from this project are as follows:

1. Teachers will be trained to conduct Saemaul education;
2. School curriculum, textbooks, and other curriculum materials will be improved;
3. New textbooks and innovative training programmes for college students will be developed; and
4. Co-operation between schools and community will be enhanced.

Evaluation of the project

1. Formative evaluation will be applied to check the effectiveness of the programme at every stage.
2. Summative evaluation will be conducted to examine the effectiveness and efficiency of the programme.

Nepal

Project title: School contribution to rural community health

Background

The study conducted by the National Education Committee, indicated that a behaviour-oriented health education programme in the rural community is essential in

order to ensure bilateral co-operation between the school and the community and promote community health. It is appropriate to start a project in a rural community school in Kathmandu.

Objectives

1. To disseminate basic information on health education to the community people through the school;
2. To provide some elementary health services (primary first aid treatment) to the school and community people; and
3. To promote healthy living habits in the community.

Methods and procedures

1. Forming a school health committee consisting of members from the CDC, schools, community, district education offices and Tribhuvan University to provide technical guidance and to obtain financial support for the project.
2. Conducting a survey prior to the operation of the project to gather information on the condition of the school and community concerning health and nutrition knowledge, practice and behaviour of the people. The information obtained will be used in the post evaluation of the project.
3. Developing a programme covering three aspects of activities, namely, dissemination of health education, provision of elementary health services and promotion of healthy community environment.
4. Organizing orientation programme for the committee members and training programme for the school teachers so that they may carry out the three aspects of the programme effectively.
5. Dissemination of knowledge and practices in health education by the teachers and students using appropriate mass media and methodologies.

6. Setting up a room in a selected school (tentatively Mangaloday Secondary School) and organizing a small health clinic with essential equipments and materials.
7. Conducting a one month training for the teachers who will operate the health clinic.
8. Making the school a model of healthful living for the community people.

Work schedule

The project will be operated in three stages:

Plan activities	Year
Preliminary survey of the existing conditions of the school and the community	1977 - 1978
Development of a detailed programme based on the survey	1977 - 1978
Allocation of budget and materials required	1977 - 1978
Training of teachers and student volunteers	1978 - 1979
Implementing the programme	1978 - 1979
Continuing the programme activities	1979 - 1980
Evaluating project activities	1979 - 1980
Preparing report with recommendation	1979 - 1980
Disseminating the report with the findings to the concerned agencies	1979 - 1980

Expected outcomes

1. Bilateral co-operation between the school and the community will be established and strengthened.
2. The community people will be aware of health hazards caused by unhygienic surroundings and practices.
3. Environmental sanitation of the community and the school will be improved.

4. Elementary health services will be continuously provided by the school to the community.

Evaluation of the project

After the completion of the project, the evaluation findings will be used in making the recommendation for follow-up as well as extending similar type of project to other areas. It is to be further noted that the project will need administrative support and approval for its operation.

Thailand

Project title: Curriculum Development for Rural Improvement in Thailand

Background

Majority of the Thai people (approx. 80%) live in rural areas and earn their living mostly by agriculture. Their socio-economic status is quite low compared with the people in the urban areas. Their educational level is about grade 4 which is considered to be a low level of education.

Despite the enormous development that has taken place in recent years, many rural areas especially in the northeast, the north and some provinces in the central plain are still lagging behind. The problems are immense and there can be no overnight solution.

Diseases, malnutrition and unsanitary conditions are a fact of life for the villagers. One major obstacle to rural development is the traditional - oriented outlook of the rural people which tends to make rural communities either resistant to change or reluctant to co-operate with the government's community development officers. For example, it is traditionally believed in Thailand that a woman who has just given birth to a baby should lie beside a fire for a period of 4-5 days and eat nothing but salt and rice. Similarly, according to popular superstition, certain fruits and vegetables are connected with certain diseases. Based on such unscientific attitude, the villagers are deprived of nutritious food during childbrith. In general

the people in the rural areas lack protein, calories, and iodine in their diet. Under such circumstances many pregnant women and mothers who are nursing their babies are likely to be under weight and undernourished.

Due to low level of education and inadequate skill training in school, the rural people follow traditional ways of farming. Some skill training offered in schools are not relevant to the needs of the communities in which the schools are located. This causes the problem of urban migration; who cannot find employment in their communities move to big towns and cities.

The school as a change agent can help to improve the poor conditions of the community and solve the above problems through various activities. At the same time the community, with its available resources, can help to improve the teaching and learning conditions of the school.

Objectives

The main purpose of this project is to make education more relevant to real life situation and solve the existing problems in the community.

Specifically, the objectives are:

1. To equip the local school personnel with skills in developing and implementing the curriculum;
2. To develop a curriculum that is relevant to local needs;
3. To seek better ways to mobilize and make optimum use of local resources;
4. To help the schools to identify their roles in improving the communities through meaningful activities;
5. To promote closer relationship between the schools and the communities in order to ensure mutual collaboration;
6. To teach health and nutrition and skills development in schools to improve the rural communities; and

7. To emphasize the teaching method based on the principle of learning by doing.

Methods and procedures

This project attempts to deal with the problems of rural improvement in one educational region. Through this strategy, each region can develop its own curriculum. It is expected that within a short time the knowledge and practices learned and developed in this project will be adapted in the other regions throughout the country.

In the beginning, a pilot project will be organized in Educational Region 9, which comprises 5 provinces (changwat). Ten pilot secondary schools, 2 in each province, will be selected.

The Regional Education Office of Region 9, situated in Udonthani Province in Northeast Thailand, will be designated as the headquarter of the project. In order to carry out this project successfully, a working committee comprising regional supervisors, provincial education officers, provincial supervisors and chaired by the Regional Education Officer will be appointed. Some specialists from the Ministry of Education will be assigned as consultants.

Besides the ten pilot secondary schools in Educational Region 9, ten primary schools in Saraburi Province, Educational Region 6, will also be selected as pilot schools. The methods and procedures of curriculum development will follow the same pattern.

At the early stage of curriculum development financial support will be drawn from the regular funds allocated by the Ministry of Education. Funds will be provided for developing new teachers' guides, lesson plans and curriculum materials.

Since there are many government agencies which are launching projects on rural development, such as the medical and health centres, village development centres, mobile development units, mobile trade training units, soil and water preservation centres and animal husbandry centres, it is necessary that close co-operation between schools and these various agencies is encouraged. Key

personnel from each agency concerned will be invited to participate and to act as resource persons in rural development activities organized by the schools.

Since the main idea of the project is to seek appropriate ways of improving the community through problem-solving, some problems on health and nutrition and rural transformation will be empirically studied for curriculum development. Data related to occupation and job opportunities, local resources, living conditions, health conditions, attitudes of the people, etc., will be systematically collected and analysed.

The method of data-collection will be community survey, school survey and field study. Teachers will be trained to undertake the community surveys. Data processing and analysing will be made and treated through mini-computer at the Bureau of Testing Services, Department of Educational Techniques. The result will be used for developing lesson plans and teaching-learning activities.

Work schedule

The project will be divided into 3 phases: i) studying curriculum needs and planning and developing all kinds of curriculum materials; ii) implementing 10 pilot schools in full scale; and iii) revising and modifying the programme for further expansion.

Plan activities	Year
Planning	1977
Conducting school and community surveys	1977
Analysing data collected from surveys	1977
Revising and modifying courses of study and lesson plans	1977 - 1978
Developing curriculum materials needed	1978
Conducting workshop at school level	1978 - 1980

Work plan

Plan activities	Year
Implementing the programme	1978 - 1980
Regular supervision and inspection	1977 - 1980
Evaluating and modifying the programme	1977 - 1980
Dissemination	1979 - 1980

Expected outcomes

The expected outcomes of the project would be:

1. Teaching-learning activities developed through a well-planned curriculum relevant to local needs and real life situation;
2. An exemplar of local curriculum to be used by other educational regions throughout the country;
3. Effective mobilization of local resources for school use;
4. Better methods of teaching-learning activities for improving community in the area of health and nutrition and skills training; and
5. Curriculum development becoming a continuous process performed by school authorities.

Evaluation of the project

Project evaluation

Project evaluation can be divided into three stages.

i) Evaluation at planning stage: Evaluation at this stage aims at the study of curriculum materials, and analysis of contents and behavioural objectives.

ii) Evaluation at experimentation stage: Formative evaluation on teaching and learning activities will be systematically performed by various means. Observation, survey of opinions, both in and out of the school, will be included. The feedback of this activity will be used for curriculum improvement.

iii) Evaluation at implementation stage: Evaluation at this stage is divided into three categories:

a) pre-evaluation to study cognitive and affective entry behaviour on health and nutrition, skills and rural transformation;

b) formative evaluation on how performance meets the behavioural objectives; and

c) summative evaluation such as the use of standardized achievement test to promote and control the quality of education.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

The one-month Sub-regional Workshop on Curriculum Development held in Seoul, Republic of Korea, was aimed primarily at providing opportunities for participants to exchange experiences on problems and issues relating to curriculum development in the three areas of health and nutrition, skill development and rural transformation which were persistent in the four countries that participated in the workshop. Another objective was to explore co-operatively the possibility of solving the problems by developing plans which the participants may propose to their respective governments on return to their own countries. To this end all participants felt that the objectives of the workshop had been achieved and they were very much satisfied with the programme organized for them by the host country. Several conclusions were made during the workshop, some of which are:

1. In the discussions throughout the workshop, the participants were more concerned with the practical than the theoretical aspects of the problems.
2. The participants agreed that the strategies and procedures used for implementing and improving the curriculum were suitable but they also believed that there should be flexibility of implementation to suit the particular needs and conditions of each country.
3. Although health and nutrition was given due priority in the workshop, participants felt that more in-depth study was needed in this area.
4. All participants were satisfied with the services of the resource persons including the materials distributed for their use during the workshop. The field study visits were useful and well organized.

Developing and implementing curriculum

Recommendations

A. For ACEID/Unesco

1. The Asian Centre of Educational Innovation for Development should organize more workshops of this nature for teachers, curriculum designers, educational policy makers, and research and development personnel in order to provide them with first-hand experiences in the areas of health and nutrition, skill development, and rural transformation;

2. The participants strongly recommended that a special regional workshop on Saemaul education should be organized and conducted in Seoul in order to share the successful experiences of Korea with other countries in the region;

3. ACEID should encourage Member States to establish a centre on health and nutrition, skills training and rural transformation, similarly to the Science centres which have been organized in some countries in the region;

4. Unesco should take the initiative to encourage countries participating in this workshop to undertake appropriate follow-up activities to this workshop; and

5. Unesco should provide available data to help policy makers understand better the vital importance of education in national development.

B. For Ministries of Education of the participating countries

1. A mechanism for curricula renewal should be established in order to update the existing curricula and make them more relevant to the changing needs of the countries;

2. Local teachers and authorities as well as provincial Boards of Education should be given freedom to change the curriculum, on a limited scale, in order to meet the needs of individual communities;

3. In order to achieve a better curriculum it is necessary for the Ministry of Education to co-ordinate the efforts of the various agencies and to establish a consistent national policy on curriculum development;

4. Innovative curriculum development projects should be encouraged and essential financial and material assistance should be provided. The experiences of these projects should be popularized and shared with other institutions;

5. Rural development, skills training, and health and nutrition should be incorporated into the school curriculum in order to make better use of available resources (e.g. financial, human) and achieve a more meaningful education;

6. Education authorities should encourage the participation of students, teachers, and parents in designing and developing the curriculum;

7. The school should be used as an agency for community development and for the dissemination of new ideas and skills;

8. An intensive training workshop should be organized for school administrators and teachers on the new role of the schools in community development to bring about change in attitude, and to strengthen their commitment and sense of confidence;

9. More attention should be given by the respective governments to the importance of evaluation to improve the quality of education rather than to the selection of students for the higher grades; and

10. It is imperative for the respective governments to make special effort to develop their curricula geared to rural transformation, skill training, and health and nutrition especially at the primary and secondary levels of education.

APPENDIX I

LIST OF PARTICIPANTS AND RESOURCE PERSONS

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APPENDIX II

AGENDA OF THE WORKSHOP

1. Election of officers of the Workshop
2. Consideration of the agenda and the provisional schedule of work
3. Comparative review of country experiences
4. Synthesis of strategies, experiences and procedures in curriculum development in the participating countries
5. Preparation of guidelines for improving and modifying curriculum in the three areas
6. Consideration of the role of the schools and other relating agencies in community development
7. Consideration of work plan on the application of curriculum for rural development
8. Consideration of follow up activities for the promotion of continued exchanged of experiences among member countries
9. Consideration and adoption of the report of the workshop
10. Closing of the workshop

SELECTED PUBLICATIONS RELATED TO CURRICULUM FOR DEVELOPMENT

Available from Unesco, Bangkok

1. *Teacher education and curriculum for development, 1975*
2. *Modules on the construction of modules for teacher education and curriculum development, (Quezon City, Philippines), 1975*
*3. *Co-operation in curriculum exploration, 1975*
*4. *Curriculum development for work-oriented education (in collaboration with NIER, Tokyo), 1976*
*5. *Towards strategies of curriculum change, 1976*
6. *Lifelong education: the curriculum and basic learning needs, 1976*
7. *Integrated approach to curriculum development in primary education in Sri Lanka (in collaboration with IBE), 1976*
8. *Curriculum for development: analysis and review of processes, products and outcomes, 1976*
9. *Implementing curriculum change, a symposium of experiences from the Asian region, 1977*
10. *Case studies of Curriculum Development Centres:*
    - *The Curriculum Development Centre, Malaysia, 1977*
    - *The National Bureau of Curriculum and Textbooks, Pakistan, 1977*
    - *The Curriculum Development Centre, Sri Lanka, 1977*
11. *Pupil education, 1977*
12. *Examination reform, 1977*
13. *Education policy, curriculum development and implementation, 1977*

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* Available in microfiche